خيركم من تعلم القرآن وعلمه

تم میں سب سے بہتر وہ لوگ ہیں جو قرآن کا علم حاصل کریں اور (دوسروں کو) اس کی تعلیم دیں

The best amongst you is who learns the Qura`an & teahes.



نورانی قاعدہ

Noorani Qaidah

How to learn and teach

QURAN-E-KAREEM

Compiled by:

AL SHEIKH NOOR MUHAMMAD (A.R.)

RESEARCH AND EXPLANATION BY:

DR. SAEED AHMED INAAYATULLAH

TEACHER MADRASAH SAULATIYAH
MAKKAH MUKARRAMAH (P.O. BOX: 114)

Publisher:

ALMAKTABAH AL-IMDADIYAH

Makkah Al-Mukarramah

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بِسْمِ اللّٰهِ الرَّحْمٰنِ الرَّحِيْمِ

By The Name Of Allah

The Merciful. The Beneficent

Praising Allah Who Enabled Us to Translate the Titles, the Instruction, the illustrations with the Charts and the method of Teaching "Al-Noorani Qaidah" to the English Language.

This is our contribution to facilitate the role of our Brothers, The Teachers and the Parents, This is also to facilitate the learning Process for our students and for every one who has relation with learning and Teaching.

We Hope from Every One Who Wants to benefit from "Noorani Qaidah": to Concentrate in the method of Teaching and Read the Schedules of This "Qaidah".

God help us

Dr. Saeed Ahmed Inaayatullah.

بِسْمِ اللّٰهِ الرَّحْمٰنِ الرَّحِيْمِ

The Authors Introduction

In the name of Allah, the compassionate, the merciful.

Blessing of Allah and peace and prayers be upon our prophet Mohammed (P.B.U.H.), (صلى الله عليه وسلم).

To proceed: Since a long time, I have got experience that if "Nuraani Qaidah" was taught in the correct method, the children of six & seven years of age will be able to complete reading the Holy QURA`AN within Four or Five months.

The great advantage it that no heavy burden will be upon the children. Their abilities will improve as they enjoy reading. So those children would not need to punished, by hitting or otherwise.

It is also necessary that the teacher should be open hearted, display good behavior be patient and merciful. Also they should understand the method well before teaching. So there will never be any need to hit while teaching. The weak & soft children will never ever get angry with them and it will be enough for them to be encouraged only for improvement.

The Method of the First "LOHE"

"The Vocabulary"

(Brother Teacher! These methods art to facilitate your job and to encourage your students).

Firstly, the child should read (بسم الله الرحمن الرحيم) eagerly and happily and making sure that he begins all his work with at - Tasmiya (التسمية) .

- Let him put his "Shahadah Finger" (the fore finger) on each latter, proceeding letter by letter. He can decrease the use of his finger as the lesson proceeds.
- Memorize the names of vocabulary like Alif-Ba-Ta-Tha-Jeem-Haa-Khaa (الف با تا ثا جيم حا خا) etc.
- The words that contain two letters are called "Massrudy" (مسرودي). They are read in Arabic and Persian with Alif (الف). In Urdu with Yaa Majhoolah eg: (طه) "Taha". In the Holy QURAA`N it is read "Tahaa" (طاها) and in Urdu "Ty-Hy". (طے ہے).
- The words that contain three letters are called "Maktuby (مكتوبي). If its name remained as it where reading it oppositely as "MEEM, NOON, WAO" or it will be "Malfozy (ملفوظي).

- **Al Massrudy :** Has two letters.
- **Al Maktuby :** Has three letters and remains as it is while reading it backwards.
- **Al Malfozy :** Has three letters but in is not the same if it is read backwards.
- **Notice :** There no need to teach the children this division of letters. It is enough to memorize the names of the letters correctly.
- Ask the child to pronounce every latter its correct place. So the difference will be completely clear between (ذ - ز - ظ), (ت - ط), (ث - س - ص). Most of the teachers don`t pay attention to this from the beginning. So the students get used to the wrong pronunciation and it is difficult to correct it after that. So we must notice this matter from the beginning with great attention and awareness.
- On the first day, just teach four letters (ا- ب - ت - ث). Have the same shape and that they are able to differentiate between them using the dots (their number and their place).
- **For Example :** if it is one dot underneath it is (ب).

  if there are dots on top it is (ت).

  if there are dots on top it is (ث).
- Continue asking these questions to the students. **Q:** If we remove one dot from (ث) what latter will we get?

Q: If we remove two dot from (ت) and write one dot under it, to what will it be changed?

- Make the children practice this style until they don`t make any mistake. They must answer immediately, actively and attentively.
- Repeat this style daily (asking and answering) and for a long time. Don`t move to the next lesson until they recognize completely these letters even if many days pass.
- In the second lesson, teach (ج - ح - خ) and make the children understand the placing of the dots as mentioned above. Make them understand that they are shaped the same and we differentiate between them by the dots.
- Conclude this "LOHE" (لوح) using this style to the end. In addition clarify the number of letters taught.
- The number of letters in the first lesson were four. The number of letters in the second lesson were there. Together they will be seven letters.
- Make the student say this "LOHE" (لـــوح) with the same style that has been taught from the beginning to the end, from the end to the beginning from top to bottom and from bottom to top.

The way of teaching the students the alphabet

From Top to Bottom

Left to Right / **Right to Left**

ج Jeem	ث Thaa	ت Taa	ب Baa	ا Alif
ر Raa	ذ Dhaal	د Daal	خ Khaa	ح Haa
ض Daad	ص Saad	ش Sheen	س Seen	ز Zaa
ف Faa	غ Ghain	ع Ain	ظ Thaa	ط Taa
ن Noon	م Meem	ل Laam	ك Kaaf	ق Qaaf
ے Yaa	ي Ya	ء Hamza	ه Haa	و Wao

From Bottom to Top

- There is a printed card for the individual letters with big clear script. Cut the alphabet letter by letter and it is now know as letter cards. Examine the students with the cards in order and out of order or mixed up. If they memorize them all, you may ask them abut individual letters from the Holy Qura`an. If they don`t know, don`t be scared or angry, but show them the same latter from "Qaida" (قاعـــــــــدة). If they don`t recognize it even from "Qaida", show them the letters by yourself. Then ask, then teach until they recognize the letters. Even if they are asked about an individual letter from the Holy Qura`an or from any other book they should immediately be able to answer without any hesitation.
- Do such exams daily and however you increase from this exam or making efforts in it, it is also a little.
- Consider this exam to be more important than the daily lesson. Even if you stopped the daily lesson, the exam must not stop on any day.
- Stick to this style in the following "LOHE" (لـــوح) and you must recognize well that this the secret.

The Instructions of the "Second LOHE"
"The Compounds"

- The shapes of most the letters are different when some are shown in this "LOHE" (لـــوح) and it is arranged to look at these shapes.
- The shapes of the letters are shown in dots . In some examples, it is in the beginning , in others it is in the end and in others it is at the sides . Thus for showing the letters location and shape.
- The shapes of "**Al-Alif**", (الألـف) "**Al-Laam**" (اللام) and "**Al-Kaaf**" (الكـاف) are introduced first as they are more similar. They are read like this.

The Alif Shapes

The Writing Way	ا	ـلا	لا	بـا	لا
The Reading Way	ألف	لام ألف	لام ألف	باألف	لام ألف

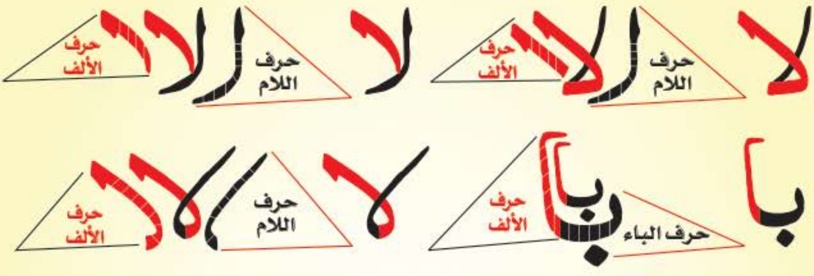
These are five shapes for Alif

- Take care when teaching these letters, that the children must recognize letter separately. Most of the children know that "**Lam-Alif** " (لأ) is (ل-أ) but cannot show where "**LAAM**" (لام) is and where the "ALIF" (ألـف) is, so we must teach the children well, the beginning and the of the letter. The followingn is the way.

The First "LOHE"
The Vocabulary

ج جيّم Jeem	ث ثا Thaa	ت تا Taa	ب با Baa	ا الف Alif
ر را Raa	ذ ذآل Dhaal	د دآل Daal	خ خا Khaa	ح حا Haa
ض ضآد Daad	ص صآد Saad	ش شيّن Sheen	س سيّن Seen	ز زا Zaa
ف فا Faa	غ غيّن Ghain	ع عيّن Ain	ظ ظا Thaa	ط طا Taa
ن نوّن Noon	م ميّم Meem	ل لاَم Laam	ك كآف Kaaf	ق قآف Qaaf
ے يا Yaa	ي يا Ya	ء همزة Hamza	ه ها Haa	و وآو Wao

The way of knowing the letters beginning and end



- In this way, teach the shape of "LAAM" (الـلام) and "KAAF" (الكاف).
- Make th children practice them, knowing that they have a shape in the middle and another at the end.

A chart of Al-Laam and Al-Kaaf Shapes

The Writing Way	ل	لا	لج	لا	بلب
The Reading Way	لام	لام ألف	لام جيم	لام ألف	با لام با
The Writing Way	ك	ك	بكت	تلث	كا
The Reading Way	كاف	كاف	با كاف تا	تا كاف ثا	كاف ألف

- Go on showing the shape, saying the name and asking about all the letters one by one. Memorize the "LOHE" from the beginning to the end, from the end to the beginning, from top to bottom and from bottom to top.
- If the children recognize these three letters well from the Qaida. test them from the Holy Qura`an. Do they know these three letters in every location without thinking, and immediately or not?.
- Don't move to the second lesson till they are well trained.
- with these three mentioned letters (ب - ت - ث) there arealso "Al-Noon" (ن) and "Al-Yaa" (ي) the construction. They must recognize every letter with its number of dots and if they are at top or the bottom of the letter. For example:-

  - If it is one top dot, it is "Al-Noon"- (ن) = (نا)
  - If it is one bottom dot, it is "Al Ba" (ب) = (با)
  - If there are two top dots, it is "Al Taa" (ت) = (تا)
  - If there are at the bottom, it is "Al Yaa" (ي) = (يا)
  - If there are three top dots, it is "Al Thaa" (ث) = (ثا)

  and like that, you must know the other similar letters. They are known as the five parable or similar Letters as there are lots of shapes with the different letters.

  We mean by the five parable letters (ب - ت - ث - ن - ي).

- Everyone of the five parable letters has a shape with Al-Alif, Al-Lam and Al-Kaf. It also has a shape with Al-Jeem, Al-ha. Al-kha, Al-seen, Al-sad, Al-meem, Al-Ba and Al-yaa.

The parable or similar latters

Individual	ب	ن	ت	ي	ث
With Al-Alif	با	نا	تا	يا	ثا
With Al-Lam	بل	نل	تل	يل	ثل
With Al-Kahf	بك	نك	تك	يك	ثك
With Al-Jeem	بج	نج	تج	يج	ثج
With Al-Ha	بح	نح	تح	يح	ثح
With Al-Kha	بخ	نخ	تخ	يخ	ثخ
With Al-Seen	بس	نس	تس	يس	ثس
With Al-Sad	بص	نص	تص	يص	ثص
With Al-meem	بم	نم	تم	يم	ثم
With Al-Yaa	بي	ني	تي	يي	ثي
With Al-Ba	بب	نب	تب	يب	ثب

- When teachingb (ب - ت - ث - ن - ي) with Al Alif. practice all the possible shapes which occur when the dots are changed. Explain to the children that in (با).

for example that:

this is (ب) the right letter and this is (ا) the left letter.

Then ask how many dots are there in (ب)? Is it at the top or the bottom of the letter?

- If this dot is in the top what will it form?
- If these two dots are at the top, what will it be?
- If the three dots are at the top, what letter will it be?
- If the two dots are at the bottom, what letter will it be?

Do the same exercise from the Holy Qura`an too. The brother teachers who know how to use the board quite well, can also practice on it.

- Practice thoroughly with all these shapes. If you practice these five letters (ب - ت - ث - ن - ي) from the QAIDA (قاعـــدة) and the Holy Qura`an, then you must know that you are doing well.
- Then identify the middle shapes of (ج-ح-خ-و-ع-غ) well and practice them in the same style.

The middle shapes of the letters

(ج - ح - خ - و - ع - غ)

Individual	ج	ح	خ	و	ع	غ
The writing way	شجر	حجر	بخل	يوم	بعد	بغي
The reading way	ش ج ر	ح ج ر	ب خ ل	ي و م	ب ع د	ب غ ي

- So the Hamzah (ء) has four shapes:

The first: The main shape (ء) (the head of Al-Ain on the line).

The second: Al-Alif shape- When it is written on Al-Alif, we don't read it Alif but we read it Hamza.

The third: Al-WAO shape- When it is written on Al-WAO, we don't read it WAO but we read it Hamza.

The fourth: Al-Yaa shape- when Hamza is written above Al-yaaor under it, we read it Hamza.

Al Hamza shape schedule

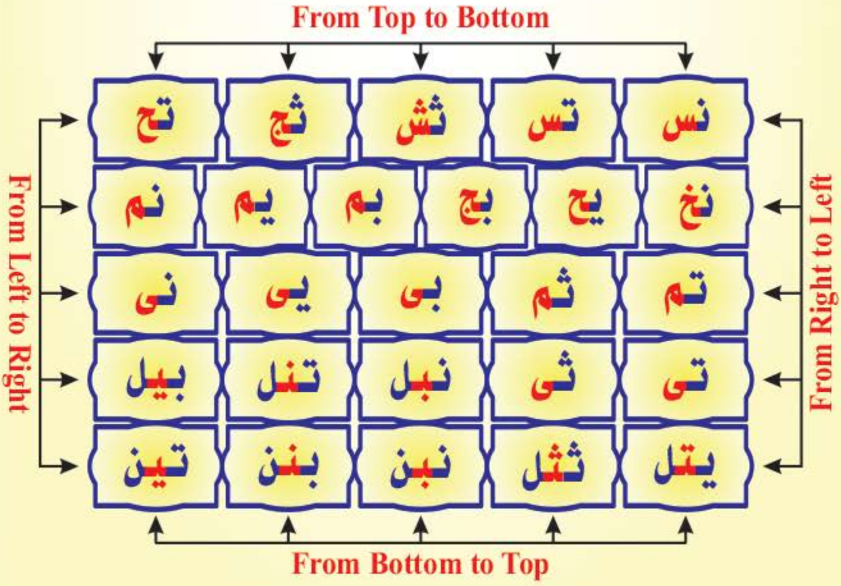
Shapes	The main Shape	Al-ALIF Shape	Al-WAO Shape	Al-YAA Shape
The writing way	ءامن	رأى	مؤمن	جائ
The reading way	ء ا م ن	ر ء ي	م ء م ن	ج ا ء

- Teach the children the way of looking at the letters during the teaching of this "LOHE" (لــــــــوح). For example, specify them a page or some lines from **JUZ AMMA** (جــزء عَمَّ) and ask them to show all the separate letters that come together. If they don't know any letter from them, identify the same letter from the compound letter shapes using the QAIDAH (قاعـــــدة). The standard of training in this "LOHE" remains - keep on until the children can identify the names of the letters without hesitating.

When you ask them regarding anywhere in the Holy Qura`an e.g. in (عَمَّ يَتَسَــــــاءَلُوْنَ) the letters are identified like(ع م ي ت س ا ء ل و ن). Don't move tothe next lesson if they don't reach this level of training otherwise refer to the Urdu saying "Running ahead forgetting the behind".

- If you can not hardly teach properly, don't waste the students abilities and years. It is a greater sin than robbery. As it is possible to regain lost or luggage but it is impossible to regain age or spoiled abilities.

The way of teaching the students the compounds



The Second "LOHE"
The Compound

لا	با	لا	لا	ا
بلب	لا	بج	لا	ل
کا	کُب	کب	لك	ک
ت	ب	تلُث	بكت	کا
نا	با	ی	ن	ث
يس	بس	ثا	يا	تا
تج	ثج	ثس	تس	نس
بم	يم	بج	يج	نخ

نم	تم	ثم	بی	یی
نی	تی	ثی	نبل	تنل
بیل	یتل	ثثل	نبن	بنن
تین	یتن	ثثن	ج	ح
خ	حث	خب	جت	تحت
بجب	بخت	ة	ہ	بة
یہ	تہ	نة	ھ	یھب
بہا	بہم	د	ذ	جل
خذ	ر	ز	جر	خز

ر	ز	ير	تز	س
ش	سل	شل	ص	ض
ط	ظ	صب	طب	ضا
ظا	ع	غ	ء	عز
غر	صع	ضغ	بعں	تغن
أ	ؤ	ئ	ف	ق
و	قو	فو	فقل	قفل
يف	م	مـ	حم	لم
تم	تمت			

The Instructions of the "THIRD LOHE"

"The Broken letters"

- These are letters that we read only their names, we can't make up words from them. The letters which are written with AL- Madd, (المـــــــد) read them stresses (MAMDOODAH) (ممدودة)(6 movements).
- Read the stressed Meem so that the stress is clear.
- Al-Noon, which is at the end of Al-seen letter from (طســــــمّ) Changes into Meem when reading and it is integrated in Al-Meem (الميم) and read (طاسيمّ).
- The aim of the letter which has written on it a small Alif from the Broken ones (مقطعـات) is to read that letter with Al-Alif according to the arabic rules (two movements).
- If this "LOHE" was practiced well, the students will be able to read and say this "LOHE" by them selves. Memorizing the cut letters gives blessing.

The THIRD "LOHE" "The broken letters"

(حروفِ مقطعات)

الٓمٓرٰ	الٓرٰ	الٓمٓصٓ	الٓمٓ
طسٓمٓ	طٰهٰ	كٓهيٰعٓصٓ	
حٰمٓ	صٓ	يٰسٓ	طٰسٓ
نٓ	قٓ	حٰمٓ عٓسٓقٓ	

The Instructions of the "FOURTH LOHE"

"Al Harakaat"(الحركات)

- This "LOHE" (لوح) is arranged in the following way:

  The first six letters are halqiyah (حلقية) which come out of thethroat. They are also called Al Izhar (الإظهار) letters.

- The last four letters are oral which come out of the lip and the rest are Wasatiyyah (وسطية).
- The letters are written arranged and numbered according to their pronunciation from the throat to the lip. • The teachers must get the children to understand the letters pronunciation, making sure that every letter comes out from it's correct place.
- **Brother teachers-** After identifying Al Fatha (ـَ الفتحة) Al Kasrah (ـِ الكسرة) and Ad Dammah (ـُ الضمة) quite well, thechildren memorize that Al Harakah (الحركة) is Al Fathah, Al Kasrah and Ad Dammah. The letter which has Al Harakah is called Al Mutaharrik (المتحرك). The one which has Al Fathah is called Al Maftooh (مفتوح) The one which has Al Kasrah is called Al Maksoor (مكسور) and the one which has ad Damma is called Al Madmoom (مضموم).
- If the little children know "Al Harakat"(الحركات) very well, teach them this "LOHE" with spelling, as the following:

  Hamza Fathah(أ) Hamza Kasra (إ) Hamza Dammah (أ).

- I make them understand also that Al-Alif doesn't accept any Harakah (حركة) (whether Al Fathah, Al Kasrah or Ad Dammah). If Al-Alif has Fathah, Kasrah or Dammah so it is Hamza.

- Memorize this "LOHE" to the end using this way of spelling. After memorizing with spelling, read it without spelling and practice it well.
- Make them read the "LOHE" from top to bottom and from bottomto top, from left to right and from right to left. Ask them from the middle of the "LOHE" as well as at random.
- Put "Al Harakaat" on the letter cards, letter by letter. You will need three of each letter. Make them read them without spelling as the following example.

بَ تَ ثَ بَتَثَ

- **Benefit:** Read "Al-Ra Al-Maftouha" (الـــراء المفتوحة) and "Al-Madmomah (المضمومة) Mufkhamah (مفخمة) and "Al Maksourah (المكسورة) Muraqqaqah" (مرققة).
- **Attention:** You must know that Al-WAO and Al-Ya don't come in the holy Qura'an unless it is known except Maroofah (معــروفة) . At-Tajweed (التجويد) books include that Al-dammah is like half of Al-waao and Al-kasrah is like half of Al-ya. So we must read Ad-Dama and Al Kasrah in the way that if we extend the Dhammah and Kasrah we get the Wao and the Yaa AL MAROOFTAN (المعروفتان) MAJHOLATAN (المجهولتان).

The Alphabet with Al Fathah ـَـ

قَ	خَ	غَ	حَ	عَ	هَ	أَ
نَ	لَ	ضَ	ىَ	شَ	جَ	كَ
زَ	سَ	صَ	تَ	دَ	طَ	رَ
مَ	بَ	وَ	فَ	ثَ	ذَ	ظَ

The Alphabet with Al Kasrah ـِـ

قِ	خِ	غِ	حِ	عِ	هِ	أِ
نِ	لِ	ضِ	ىِ	شِ	جِ	كِ
زِ	سِ	صِ	تِ	دِ	طِ	رِ
مِ	بِ	وِ	فِ	ثِ	ذِ	ظِ

The Alphabet with Ad-Dammah ـُـ

حُ	عُ	هُ	أُ
كُ	قُ	خُ	غُ
ضُ	ىُ	شُ	جُ
طُ	رُ	نُ	لُ
سُ	صُ	تُ	دُ
ثُ	ذُ	ظُ	زُ
مُ	بُ	وُ	فُ

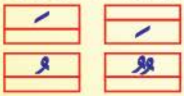
The Fourth "LOHE" Al-Harakaat (الحركات)

عِ	عَ	هُ	هِ	هَ	أُ	إِ	أَ
خَ	غُ	غِ	غَ	حُ	حِ	حَ	عُ
كُ	كِ	كَ	قُ	قِ	قَ	خُ	خِ
ىِ	ىَ	شُ	شِ	شَ	جُ	جِ	جَ
نَ	لُ	لِ	لَ	ضُ	ضِ	ضَ	ىُ
طُ	طِ	طَ	رُ	رِ	رَ	نُ	نِ
صِ	صَ	تُ	تِ	تَ	دُ	دِ	دَ
ظَ	زُ	زِ	زَ	سُ	سِ	سَ	صُ
ثُ	ثِ	ثَ	ذُ	ذِ	ذَ	ظُ	ظِ
بِ	بَ	وُ	وِ	وَ	فُ	فِ	فَ
		مُ	مِ	مَ	بُ		

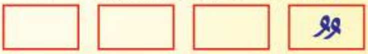
The Instructions of the FIFTH LOHE
"At Tanween"

- "Al Fathatain"(الفتحتين ـً) "Al Kasratain" (الكســـــرتين ـٍ) "Ad-Dammatain" (الضــــمتين ـٌ) are called "At-Tanween" (التنوين).
- The letters of this "LOHE" (لـوح) are arranged according to (maakoasan) pronunciation (opposite). First, the oral then the middle then "Al Halqiyyah" (الحلقية).
- Stick to the correct pronunciation, read the whole "LOHE (لوح) first by spelling then without spelling.
- Read Al Raa with tanween Al Fatah Tayn or Ad-dammatayn mofakhamah and which has tanween Al kasrah mouraqqaqah.
- For just reading regarding the letters which have Al Fathatayn with Alif written at the end (باً) and sometimes ya also (دىً) you don't pronounce them with these letters (Al Alif and Al Yaa) when reading and they aren't mentioned when spelling.
- The "Monawwan" (مُنَوَّنْ) letter comes at the end of the word and • it doesn't come at the beginning or in the middle. So when testing the students from the cards, the card of Al Monawwan should be at the end.

The letter cards



"Al-Tanween card at the end"



- There are two ways of teaching Al-Tanween "LOHE" (لوح التـنوين) without spelling: one is Al Izhar (الإظهار) and the second is Al ikhfa. (الإخفـــاء) The identification of Al Izhar and Al Ikhfaa place comes in the last "LOHE" (لوح).

The Fourth LOHE

"Al-Tanween" (التنوين).

مًا	مٍ	مٌ	بًا	بٍ	بٌ	وًا	وٍ
وٌ	فًا	فٍ	فٌ	ثًا	ثٍ	ثٌ	ذًى
ذٍ	ذٌ	ظًا	ظٍ	ظٌ	زًا	زٍ	زٌ
سًا	سٍ	سٌ	صًا	صٍ	صٌ	ةً	تٍ
تٌ	دًى	دٍ	دٌ	طًا	طٍ	طٌ	رًا
رٍ	رٌ	نًا	نٍ	نٌ	لًا	لٍ	لٌ
ضًا	ضٍ	ضٌ	يًا	يٍ	ىٌ	شًا	شٍ
شٌ	جًا	جٍ	جٌ	كًا	كٍ	كٌ	قًا
قٍ	قٌ	خًا	خٍ	خٌ	غًا	غٍ	غٌ
	حًا	حٍ	حٌ	عًا	عٍ	عٌ	
	هًا	هٍ	هٌ	ءً	ءٍ	ءٌ	

The Instructions of the SIXTH LOHE

"Al-Harakaat and Al-Tanween"

الحركات والتنوين

- **Brother teacher:** The students have learned the vocabulary and the compound letters. They memorize "Al-Harakat" (الحــــركات) and "Al-Tanween" (التنوين) with spelling and without spelling and practiced it through two cards and three cards. Now they can read the words of this "LOHE" (لـــوح) by themselves without spelling. Don't tell them but let them know it by themselves. If the students failed in reading this "LOHE", don't be angry but guide them calmly. The children have no guilt but the defect comes from the way of teaching.
- The words of this "LOHE" are taken from "Juz Amma" (جـــزء عمَّ) Make the students memorize them well. Read them without spelling them ask the students to spell them, then ask them to read without spelling. Continue testing them through these words of "Juz Amma". If they don't recognize them from the Holy Quran, make them look at the Qasidah (قاعدة).
- After reading this "LOHE", the children will gain the skill which enables them to read the words which are constructedfrom "Al-Harakat" and "Al-Tanween" only from the Holy Quran at any place.

Attention: Most of the children extend "Al-Harakaat" (الحركات) when they readifare singing.

For example: أَ إِ أُ they say أَا إِيِ أُوَ with the Extend them them of Al-HARAKATS. The students must be forbidden from this style completely.

For reading: These words are separate so there is no need to show Al Izhar (الإظهار) or Al Ikhfa (الإخفاء) in this place.

The SIXTH LOHE practice of
"Al-Harakaat and Al-Tanween"

أَبَدًا	أَحَدٌ	أَخَذَ	أَذِنَ	أَمَرَ
أَنَا	بَخِلَ	بَرَرَةٍ	جَعَلَ	جَمَعَ
حَسَدَ	حَشَرَ	خَشِيَ	خَلَقَ	خُلِقَ
ذَكَرَ	رَفَعَ	رَقَبَةٍ	سُرُرٌ	سَفَرَةٍ
صُحُفًا	وَسَطًا	طَبَقٍ	طَبَقًا	طُوًى
عَبَسَ	عَدَلَ	عَلَقٍ	عَمَدٍ	عِنَبًا
غَبَرَةٌ	فَعَلَ	قَتَرَةٌ	قُتِلَ	قَدَرَ
قُرِئَ	قَسَمٌ	كَبَدٍ	كُتُبٌ	كَسَبَ
كَفَرَ	كُفُوًا	لُبَدًا	لُمَزَةٍ	لَهَبٍ
مَسَدٍ	نَخِرَةً	وَجَدَ	وَسَقَ	وَقَبَ

وَلَدَ	وَهَبَ	هُمَزَةٍ	هُدًى

This lesson distinguishes the difference between Al-Madinah Al-Munawara Mushaf in writing the long "Harakat" and between Al-Qaeda writing and some other Mushafs (Pak-Indian print).

- **Note:** The long "Harakat" (حــــــــــــركات) is written in Al-Madinah Mushaf (المصحف) as a small Alif after Al-Fathah (الفتحة), a small "WAO" after Ad-Dummah (الضــــمة) and a small Yaa after Al-kasrah (الكسرة). In Al-Qaeda's origin and in some other mushafs, they are written in theshape of the standing fathah, (ب) the standing (ب) kasrah and the opposite dammah (ب).

- The small Alif is long after fathah like Al-Alif Al-mamdoodah (الألــف الممدودة) and it is written like this (بَ) and it is analysed (ب) fathah, small Alif (با).

  The small yaa is long after Al-kasrah as Al-Yaa Almamdudah (الـــياء الممدودة) and it is written like this (بَ ى) and itis analysed (بَ) kasrah small ya (بي).

  The small WAO is long after Adl-Dammah as Al-WAO Almandoodah (الواو الممدودة) and it is written like this (بُ و) and it is analysed (بَ) dummah small Wao (بو).

- Take care of doing Al-Ghunnah (الغنّة) in the long NOON and MEEM such as (نا) and (ما). We don't say (ناں) or (ماں).

- Compare this "LOHE" with the Al-Harakat and Al-Tanween lessons when teaching this "LOHE" as below:

- (بَ) ب with Al-Fathah alone is analyzed (ب) fathah (ب) without madd. (بَا) ب with Al-Fathah and the small Alif is analyzed (بَ) Fathah small Alif (بَـا) with Al-madd.
- (باً) ب with two fathas and is analyzed (ب) Fathatain (بن) Al-ghunnah.
- (بِ) ب with Alwith Al-kasrah alone and is analyzed (ب) kasrah (ب) without madd.
- (ب ى) with Al-kasrah and the small Yaa is analyzed (ب) kasrah (ي) small with Al-madd.
- (بٍ) ب with kasratayn and analyzed (ب) kasratain (بـن) with al-ghunnah.
- (بُ) ب with Al-dumma alone and is analyzed (ب) dumma (بُ) without madd.
- (ب و) ب with Al-dummah and the small wao and is analyzed (ب) dummah, small wao (بُو) with al-madd.
- (بٌ) ب with Ad-dummatyn and is analyzed (ب) dummatayn (بُنْ) with Al- ghunnah.
- We must notice Al-wazan "weight" in Al-madd letters (حـروف المدّ) and "Al-Leen" (حروف اللين) letters. We distinguish between Al-Harakats which has madd and that which has not. The student must memorize well so that he can read correctly and does not get confused.

Chart for Al-Wazan Training on "Al-Harakat," Al madd and At-Tanween

The Balance between	Writing	Reading	Writing	Reading	Writing	Reading
Al - Harakat	بَ	Without Al-madd	بِ	Without Al-madd	بُ	Without Al-madd
Al-Madd	بَا	With al-Al-madd	بِي	With al-Al-madd	بُو	With al-Al-madd
Al-Tanween	بًا	With al-Gunnah	بٍ	With al-Gunnah	بٌ	With al-Gunnah

- We must make a test for the students to notice Al-wazan (الوزن) in Al-madd, (المد) Al-leen (اللـــــين) letters and distinguishing between Al-harakat Al-mamdudah(الحركات الممدودة) and others so the efforts of the teacher will be useful by God's will.
- The matter will be more clear if the teacher looks at the instructions of the seventh "LOHE" (لـوح) which the author (God forgive him) has prepared.

Chart for Al-Wazan Training on "Al-Harakat," Al madd and At-Tanween

بَا	بِے	بُو	ىَا	ىِے	ىُو
رَا	رِے	رُو	مَا	مِے	مُو
لَا	لِے	لُو	وَا	وِے	وُو
نَا	نِے	نُو	ءَا	ءِے	ءُو
هَا	هِے	هُو	عَا	عِے	عُو
غَا	غِے	غُو	حَا	حِے	حُو
خَا	خِے	خُو	تَا	تِے	تُو
ثَا	ثِے	ثُو	جَا	جِے	جُو
دَا	دِے	دُو	ذَا	ذِے	ذُو
ذَا	ذِے	ذُو	زَا	زِے	زُو

سَا	سِے	سُو	شَا	شِے	شُو
صَا	صِے	صُو	ضَا	ضِے	ضُو
طَا	طِے	طُو	ظَا	ظِے	ظُو
فَا	فِے	فُو	قَا	قِے	قُو
كَا	كِے	كُو	آ	اِے	اُو
هَا	هِے	هُو			

Chart of Spelling

صا	Saad Alif Fathah	صَا
صي	Saad Ya Kasrah	صِے
صو	Saad Wao Dummah	صُو
عا	Ayn Alif Fathah	عَا
عي	Ayn Ya Kasrah	عِي
عو	Ayn Wao Dummah	عُو

The Instructions of the SEVENTH LOHE

Al-Fathah Al-wakfah Al- kasrah Al-wakfah and the opposite dummah (The long Harakaat)

Notice: In some mushafs and in Noorani Qaida (Pak-Indian print) the long harakaat which were previously mentioned in the last lesson are written in the shape of Al-Fathah Al-wakfahب, Al-kasrah Al-wakfuh ب, and theopposite dummah ب. They are long like Al-Alif, Al-Yaa and Al-wao Almamdoodaah.

- The first letter of this "LOHE" (لـــوح) is called Al-lbdal letter (حـرف الإبدال) or Al-Iqlaab letters (حـرف الإقلاب) and it is (ب) then the six letters of YARMALUN (حـــروف يـــرملون) then Al-Izhar six letters (حـــــــــروف الإظهار) and then the fifteen letters of Al Ikhfa (الإخفاء).
- Make the students memorize them and ask them the following questions:
- What are Al-Izhar letters? What are the Al-Ikhfaa letters? What are the letters of Yarmalon? What is Al-Ibdal letter (or Al-Iqlaab)?
- Teach the children the spelling of this "LOHE" as follows:-

  (ب) Fathah wakifah(با) (ي) Fathah wakifah (يا)

  (ر) Fathah wakifah (را) (م) Fathah wakifah (ما)

  Using this style teach the children the whole "LOHE" with Spelling.
- Make them read without spelling and after that make them say the "LOHE (لوح) from the end back to the beginning. From the top to bottom, and from bottom to top as happened in the vocabulary and the compounds "LOHE"Fathah wakifah La.
- Teach the children to spell Al-kasrah Al-Wakfah, Al-damma, Al-makoussa as you taught them Al-fatihah Al-wakfah you must know that Al-fathah Al-wakrah Al-kasrah Al-Wakfah and Ad-dumma Al-makoussa are the origin of the Al-madd "LOHE"

The SEVENTH LOHE

Al-Fathah Al-wakfah Al-kasrah Al-wakfah and Ad-Dummah Al-Makoussah

(The long Harakaats or Al-Madd LOHE)

وٰ	لٰ	مٰ	رٰ	ىٰ	بٰ
غٰ	حٰ	عٰ	هٰ	ءٰ	نٰ
ذٰ	دٰ	جٰ	ثٰ	تٰ	خٰ
طٰ	ضٰ	صٰ	شٰ	سٰ	زٰ
هٖ	اٖ	كٰ	قٰ	فٰ	ظٰ
		ءٗ	هٗ	وٗ	

Al-lbdal letter (الإبدال) or **Al-Iqlaab** (الإقلاب) letter:

ب

Al-Idghaam (الإدغام) (**YARMALUN**) (حروف يرملون) Letters:

ي ر م ل و ن

Al-Izhar (حروف الإظهار) letters:

أ ه ع ح غ خ

Al Ikhfa (الإخفاء) letters:

ث ج د ذ ز س ش ص ض ط ظ ف ق ك

The Instructions of the EIGHTH LOHE
"Al-Madd and Al-Leen"

Al-Madd: (المد)

Al-alif (الألف) is always maddiyyah (مدية) (بَا تَا ثَا).

The consonant WAO (واو) is maddiyyah (مدّيـــــة) if the letter which comesbefore is madinah as (بُو).

The consonant ya (الـــــــياء) is maddiyyah (مدية) if the letter which comesbefore is maksurah (بِـي).

Al-Leen: (اللين)

If there is before the consonant WAO (واو) or the consonant Yaa (ياء) a maftooha letter it is leen (قَو، لَـي).

- The first twelve letters in this "LOHE" are "Masroodiyyah" (مسرودية) then the thirteenth is "Malfooziyyah" (ملفوظـية) and the three letters are "maktoobiyyah" (مكتوبية).
- Make the children understand well before teaching this LOHE (لـــوح) that the letter which comes after it Al-alif (الألف) or Al-Majzoom (المجزوم) is not read alone but it is read with Al-alif (الألف) or with "AI-Majzoom" (المجـزوم) two related letters.
- Don't read Al-alif (الألف) if there is a Majzoom (المجـزوم) letter coming after it, as example (بِالْيَوْمِ).
- Clarify the shape of Al-jazam (الجــزم) and make the children understand that Al-jazam (الجـــزم) is called "As-sukoon" (السـكون) and "Al-majzoom" (المجزوم) is called consonant (الساكن).

- Teach this LOHE (لـــوح) with spelling and without it. Make them say it from its end to its beginning, from top to bottom and from bottom to top as we showed before.
- Make them say two letters, two letters, three, three, related letters. Make the students understand well that the degree of Al-madd (المـــد) with which we lengthen Al-alif (الألـف) is the same degree with Al-WAO (الـواو) and Al-Yaa (الياء) without decreasing or increasing.
- **Attention:** Most of the people say Al-ghunnah (الغـنة) at the end of this LOHE (لوح) (ما - مو - مـي) in (نا - نو - نــي) ; they read them (مان - مون - مــي) and (نان - نون - نين) with Al-ghunnah (الغنة). It is wrong and we must avoid that.
- **Benefit:** If Al-Hamza Al-Mutaharrikah (الهمـــزة المتحــــركة) comes in its original shape (ء) after Al-madd (ll letters, the black Madd is written at Al-madd letter and this is its shape (~). This Madd letter and Al hamzah will be in one word and this is called Al-madd Al-Muttasil (المد المتصل).
- If The Al-hamzah AL- mutaharrikah with Al-alif shape, the red madd is written on it and its shape is (~). If Al-madd letter is in a word and Al-hamzah (الحمـزة) as Al-alif (الألـف) shape is in another word, this is called Al-madd Al-munfasil(المد المنفصل) The mamdood (ممدود) letter is long the degree of two alifs or Iwo alifs and a half or four alifs.
- Al-leen LOHE (لوح اللـين) comes (the eighth) after Al-Madd LOHE. (لـــــوح المد) There is a maftooh letter before the consonant WAO (واو) or Al-yaa (ياء).

- The vocabulary of this LOHE (لـوح) is arranged as the following the first fourteen letters are Shamsiya (شمسية). The second fourteen are Qamariyyah (قمرية) .
- Teach them with spelling and without it. Make them practice and test them as mentioned before.
- Know that most people make mistakes in reading Al-leen LOHE (لوح اللـين) Can they revise It as Al-Madd LOHE (لوح المد).
- They lengthen (قَوْ و لَـيْ) like Al-madd of (مِـيْ و سُوْ). They must not be long but they must be read quickly as the correct consonant letter. We read the letters of (قَوْ و لَـيْ) with the same length of recitations as we read (قَفْ و لَجْ).

An example of reading A-leen letter

The two leen letters	Don't be long as	Read quickly as
قَوْ	مِيْ	قَفْ
لَـيْ	سُوْ	لَجْ

The EIGHTH LOHE

"Al-Madd and Al-Leen"

بَا	بُوْا	بِیْ	تَا	تُوْا	تِیْ
ثَا	ثُوْا	ثِیْ	حَا	حُوْا	حِیْ
خَا	خُوْا	خِیْ	رَا	رُوْا	رِیْ
زَا	زُوْا	زِیْ	طَا	طُوْا	طِیْ
ظَا	ظُوْا	ظِیْ	فَا	فُوْا	فِیْ
هَا	هُوْا	هِیْ	یَا	یُوْا	یِیْ
ءَا	اُوْا	اِیْ	جَا	جُوْا	جِیْ
دَا	دُوْا	دِیْ	ذَا	ذُوْا	ذِیْ
سَا	سُوْا	سِیْ	شَا	شُوْا	شِیْ
صَا	صُوْا	صِیْ	ضَا	ضُوْا	ضِیْ
عَا	عُوْا	عِیْ	غَا	غُوْا	غِیْ
قَا	قُوْا	قِیْ	کَا	کُوْا	کِیْ

لَا	لُوْا	لِیْ	مَا	مُوْا	مِیْ
نَا	نُوْا	نِیْ	وَا	وُوْا	وِیْ

“Al-Leen”

تَوْ	تَیْ	ثَوْ	ثَیْ	دَوْ	دَیْ
ذَوْ	ذَیْ	رَوْ	رَیْ	زَوْ	زَیْ
سَوْ	سَیْ	شَوْ	شَیْ	صَوْ	صَیْ
ضَوْ	ضَیْ	طَوْ	طَیْ	ظَوْ	ظَیْ
لَوْ	لَیْ	نَوْ	نَیْ	اَوْ	اَیْ
بَوْ	بَیْ	جَوْ	جَیْ	حَوْ	حَیْ
خَوْ	خَیْ	عَوْ	عَیْ	غَوْ	غَیْ
فَوْ	فَیْ	قَوْ	قَیْ	کَوْ	کَیْ
مَوْ	مَیْ	وَوْ	وَیْ	هَوْ	هَیْ
		یَوْ	یَیْ		

The Instructions of the NINTH LOHE

Practicing the long Harakat, Al-madd, Al Leen and At-tanween"

Dear teacher! This LOHE (لـــوح) is for practicing the Seventh and the Fight LOHES. (لـوح) The children have read the LOHES of Alharakaat. (الحركات) At-tanween, (التنوين) Al-madd (المد) and Al-leen (اللـــين) with spelling and without spelling So ask the children to say these words by themselves, do not tell them yourself. If they could not, don't be angry, but make them understand them easily and happily. These words are from Juz Amma, (جزء عمَّ) make the children memorize them without spelling. After they read without spelling, ask them to spell them. Afterthey read with spelling, ask them to read without spelling.

- Continue testing the students on these words from Juz Amma (جزء عمَّ) daily without stopping.
- The students will have the ability to read this LOHE (C) and read these words from any place in the Holy Quran without spelling.
- **Attention:** Al-Ra (الـراء) is read Mafakhama (مفخمة) Full mouth when it is Madmoomah (مضمومة) or Maftuhah, (مفتوحة) and it is read Murakakah (مـــرققة) (Empty mouth) when it is Maksurah (مكسورة).

A sample of spelling

ءَامَنَ	Hamza Alif fathah (ءَا) Meem fathah (مَ) ءَامَ Noon fathah (نَ) ءَامَنَ .
ءَاوَى	Hamza Alif fathah (ءَا) Wao Fathah (وَ) ءَاوَى .
ءَانِيَةٍ	Hamza Alif fathah (ءَا) Noon Kasrah (نِ) ءَانِ Ya Fathah (يَ) ءَانِيَ Taa kasrateen (ةٍ) ءَانِيَةٍ .

The NINTH LOHE

Practicing the long Harakat, Al-madd, Al Leen and At-tanween

ءَامَنَ	ءَاوٰى	اٰنِيَةٍ	إِلٰفِ	أَيْنَ	بِهٖ
جَآءَ	جَآئٓءَ	جُوْعٍ	خَوْفٍ	خَيْرٌ	دَاوٗدُ
ذٰلِكَ	رَضُوْا	شَآءَ	مٰلِكِ	شَىْءٍ	طَغٰى
طَغَوْا	طَيْرًا	عَادٍ	عَلٰى	عَيْنٌ	فِيْهِ
قَالَ	قَوْلُ	كَانَ	كَيْدًا	كَيْفَ	لَوْحٍ
لَيْسَ	مَالًا	نَارًا	مَآءٍ	وَيْلٌ	يَوْمٍ
يَرَهٗ	حَاسِدٍ	حَافِظٌ	دَافِقٍ	شَاهِدٍ	عَابِدٌ
عَآئِلًا	غَاسِقٍ	نَاصِرٍ	وَالِدٍ	أَعُوْذُ	أَكِيْدُ
يَخَافُ	يَدَاهُ	يُقَالُ	تُرَابًا	حِسَابًا	سُبَاتًا
سِرَاجًا	سَلٰمٌ	شِدَادًا	شَرَابًا	صَوَابًا	طَعَامٍ
عَذَابٌ	عَطَآءً	غُثَآءً	كِتٰبًا	كِرَامًا	لِبَاسًا

لِسَانًا مَـَٔابًا مَتَاعًا مُطَاعٍ مَعَاشًا

مَفَازًا مِهٰدًا نَبَاتًا وِفَاقًا ثُبُوْرًا

رَسُوْلٍ شُهُوْدٌ قُعُوْدٌ وُجُوْهٌ أَثِيْمٍ

أَلِيْمٍ بَصِيْرًا خَبِيْرًا رَحِيْقٍ شَهِيْدٌ

عَظِيْمٌ قَرِيْبًا كَرِيْمٍ مَجِيْدٌ مُحِيْطٌ

نَعِيْمٍ يَتِيْمًا يَسِيْرًا رُوَيْدًا قُرَيْشٍ

عِيْشَةٍ اَلْمَوْءُدَةُ مَوْضُوْعَةٌ

مَوَازِيْنُهٗ يَوْمَئِذٍ

The Spelling Sample

سَلَامٌ	Sen fathah (سَ) Lam Alif Fathah (لَا) سَلَا Meem Zammatain (مٌ) سَلَامٌ .
شِدَادًا	Shen Kasrah (شِ) Dal Fathah (دَا) شِدَا Dal Fathatain (دًا) شِدَادًا.

The Instructions of the TENTH "LOHE"

"As-Sokoon and it is Al-Jazam"

(السكون)

- In this "LOHE (لـوح) the correct consonant letters or Al-Majzoomah (المجـزومة) are related to what comes before them.
- It must be clear in the students mind that the letter which comes before Al-Majzoom (المجـــزوم) is related in reading with Al-Majzoom and it is not read alone.
- We must pay attention also that Al-majzoom does not come at the beginning of a word. We never start with it.
- In this "LOHE", we will first join Al-hamzah (الهمزة) with all the letters (it never comes Maksoorah (مكسـورة) before the consonant WAO (واو) and it never comes madmoom before the consonant Yaa (ياء).
- In this "LOHE" we showed Al-Hamzah (الهمــزة) in connection with some of the letters only. The teachers must make the students practice combining Al-hamzah (الهمــــزة) with all the letters. Then combine all the letters together, letter by letter as mentioned.
- In this "LOHE", they must understand that there are five Qalqalah (قلقلة) letters and they are:- (ق - ط - ب - ج - د) If they occur majzoomah, we must separate its places of pronunciation after occurring during their performance. If they are left joined, they won't be (Moqalqalah) (مقلقلة) such as (أَبْ) the lips are separated after joining in performing the consonant Ba (بـا). If the lips don't be separated we can't say Alba (البـاء) and it is not Qalqalah (قلقلة) in spite of being the lips are their pronunciation place.
- If you don't understand this matter, you can ask the scholars as it is not so difficult.

- We must make note that the consonant Ra (را) is Mufakhamah (مفخمـــــــة) if what comes before it is Maftuhah (مفتوحة) or Madmamas (مضـــــــمومة) or there comes before it AlkasraAl-aradah such as (أَمِ ارْتَابُوْا) .
- Ar Ra (الـراء) will be Murqqaqa (مـرققة) after the original Kasra (كسرة) such as (فِرْعَوْن - مِرْيَةٌ).
- Ar-Ra (الـراء) will be Mufakhamah (مفخمة) after Al-Kasrah (كسرة) if an Isteala letter comes after it in the same word such as (قِرْطَاسْ - مِرْصَاد - فِرْقَةٌ).
- Ar-Ra (الراء) will be Muraqqaqah (مرققة) if it occurs after the original Kasrah (كسرة) and a letter from the Al-Moustaliah letters comes after it in another word such as (لاَ تُصَعِّرْ خَدَّك - فَاصْبِرْ صَبْراً - أَنْذِرْ قَوْمَك).

  The consonant Ra (راء) will be Muraqqaqah when stopping if it comesafter the consonant Yaa (ي) or Al-kasrah such as (عُسْر - خَيْر - ذِكْر).

  And it is Mufakhamah in the rest of cases such as (أَجْر - خُسْر - كُفْر - نُوْر - دُثُر) and others.

The spelling samples

أَبْ	Hamza	ب	Fathah	أَبْ
إِبْ	Hamza	ب	Kasrah	إِبْ
أُبْ	Hamza	ب	Dammah	أُبْ
أَتْ	Hamza	ب	Fathah	أَتْ
إِتْ	Hamza	ب	Kasrah	إِتْ
أُتْ	Hamza	ب	Dammah	أُتْ

The TENTH "LOHE"

"As-Sokoon and it is Al-Jazam"

(السكون - الجزم)

أُتْ	إِتْ	أَتْ	أُبْ	إِبْ	أَبْ
أُجْ	إِجْ	أَجْ	أُثْ	إِثْ	أَثْ
أُخْ	إِخْ	أَخْ	أُحْ	إِحْ	أَحْ
أُذْ	إِذْ	أَذْ	أُدْ	إِدْ	أَدْ
أُزْ	إِزْ	أَزْ	أُرْ	إِرْ	أَرْ
أُشْ	إِشْ	أَشْ	أُسْ	إِسْ	أَسْ
أُضْ	إِضْ	أَضْ	أُصْ	إِصْ	أَصْ
أُظْ	إِظْ	أَظْ	أُطْ	إِطْ	أَطْ

The Instructions of the ELEVENTH "LOHE"

"As-soon practicing" (السكون - الجزم)

- This is As-sokoon (السكون) practising, ask the students to saythese words orally without instructions only if necessary and continue to test them from "Amma" part (جزء عَمَّ).
- We must explain Al Izhar (الإظهار) and A Ekhfa (الإخفاء) rule in this "LOHE" (لوح). The consonant noon (نون) or Al tanween, (التنوين) if a letter of Al Halqiyyah (حلقية) letters comes after them, this noon or Al-tanween are read with Al-Izhar. If a letter of Al- Ikhfa letters come after them, we read them with Ekhfa in the nose and Al Ghunnah Al- mamdoudah. (الغنة الممدودة).
- Teach the spelling of the word (آلئٰن) as the following: Hamza Alif Lam Fatehah (ءآلْ) Hamza Alif Fatehah (اَء) NOON Fathah (نَ) ( ).
- Al Moostaliyah (المستعلية) letters are read Mufakhamah and they are (خ - ص - ض - غ - ظ - ق - ظ) .

The spelling samples

أَنْتَ	Hamza Noon Fathah أَنْ Ta Fathah أَنْتَ , تَ
إِهْدِ	Hamza Haa Kasrah إِهْـ Dal Kasrah إِهْدِ , دِ
بَعْدُ	Ba Ain Fathah بَعْـ Dal Dammah بَعْدُ , دُ
بَطْشَ	Ba Ta Fathah بَطْ Shen Fathah بَطْشَ , شَ
سَعْىَ	Sen Ain Fatha سَعْ Yaa Fathah سَعَى , ىَ
كُنْتُ	Kaf Noon Dammah كُنْ Ta Dammah كُنْتُ , تُ

The ELEVENTH "LOHE":

"As-soon practicing" (السكون - الجزم)

أَنْتَ	إِهْدِ	بَعْدُ	بَطْشَ	سَعْيَ
كُنْتُ	لَسْتَ	أَمْرٍ	بَرْدًا	جَمْعًا
حَبْلُ	خُسْرٍ	خَلْقًا	سَبْحًا	سَبْقًا
شَأْنُ	صُبْحًا	ضَبْحًا	عَبْدًا	عَدْنٍ
عَشْرٍ	عَصْفٍ	غَرْقًا	غُلْبًا	فَصْلُ
قَدْحًا	قَضْبًا	كَأْسًا	كَدْحًا	لَغْوًا
مِسْكُ	نَخْلًا	نَشْطًا	نَفْسٍ	نَقْعًا
يُسْرًا	أَبْقَىٰ	تَرْضَىٰ	تَنْسَىٰ	يَخْشَىٰ
يَسْعَىٰ	يَتْلُوْا	يَدْعُوْا	تَجْرِيْ	يَهْدِيْ
يُغْنِيْ	أَلْقَتْ	أَمْهِلْ	إِقْرَأْ	فَارْغَبْ
فَانْصَبْ	وَانْحَرْ	أَخْرَجَ	أَرْسَلَ	أَغْطَشَ

أَفْلَحَ	أَكْرَمَ	أَلْهَمَ	أَنْشَرَ	أَنْقَضَ
دَمْدَمَ	عَسْعَسَ	أَعْبُدُ	نَعْبُدُ	يَخْرُجُ
يَحْسَبُ	يَشْرَبُ	يَشْهَدُ	تَرْهَقُ	تَعْرِفُ
أُقْسِمُ	يُبْدِئُ	يُنْفَخُ	يَنْقَلِبُ	يُوَسْوِسُ
ثَقُلَتْ	حُشِرَتْ	سُطِحَتْ	كُشِطَتْ	نُشِرَتْ
نُصِبَتْ	أَثَرْنَ	وَسَطْنَ	فَرَغْتَ	تَأْتُوْنَ
يُسْقَوْنَ	يَفْعَلُوْنَ	يَعْمَلُوْنَ	يَعْلَمُوْنَ	يَضْحَكُوْنَ
يَكْسِبُوْنَ	يَدْخُلُوْنَ	يَنْظُرُوْنَ	تَعْبُدُوْنَ	أَنْعَمْتَ
أَنْذَرْنَا	أَنْزَلْنَا	خَلَقْنَا	رَفَعْنَا	وَضَعْنَا
نُطْفَةٍ	عِبْرَةٌ	زَجْرَةٌ	تَذْكِرَةٌ	مُسْفِرَةٌ
مُؤْصَدَةٌ	مَسْغَبَةٍ	مَقْرَبَةٍ	مَتْرَبَةٍ	تَضْلِيْلٍ
تَقْوِيْمٍ	تَكْذِيْبٍ	تَسْنِيْمٍ	مِسْكِيْنًا	مَمْنُوْنٍ

مَحْفُوظٍ | مَخْتُومٍ | مَسْرُورًا | مَشْهُودٍ | أَبْوَابًا

مَصْفُوفَةٍ | أَزْوَاجًا | أَشْتَاتًا | إِطْعَٰمٌ | أَعْنَابًا

أَفْوَاجًا | أَلْفَافًا | قُرْءَانٌ | اَلْحَمْدُ | وَالْفَجْرِ

وَالْفَتْحُ | وَالْعَصْرِ | مِنَ الْمُعْصِرٰتِ | مَعَ الْعُسْرِ

مَا الْقَارِعَةُ | وَإِذَا الْمَوْءُدَةُ | يَنْظُرُ الْمَرْءُ

كَالْفَرَاشِ الْمَبْثُوثِ | كَالْعِهْنِ الْمَنْفُوشِ

لَيْلَةُ الْقَدْرِ | أَخْرَجَتِ الْأَرْضُ | مِنْ أَهْلِ الْكِتٰبِ

عِنْدَ ذِى الْعَرْشِ | يَمْنَعُونَ الْمَاعُونَ

وَهُوَ الْغَفُورُ الْوَدُودُ ذُو الْعَرْشِ الْمَجِيدُ

لَقَدْ خَلَقْنَا الْإِنْسٰنَ فِىٓ أَحْسَنِ تَقْوِيمٍ

أَعْطَيْنٰكَ الْكَوْثَرَ | ءَآلْـٰٔنَ

The Instructions of the TWELTH "LOHE"

"As-Shaddah" (الشدة)

- **Brother teacher!** I will make the students understand the shape of "Ash-Shaddah" (الشدّة) and I will teach them that the letter which has Ash-shaddah is called Al-Mushaddad (المشدّد) all and it is read twice together. The first with "Al Jazam" (الجـزم) all then with Al-Fathah (الفتحة) or Al-Kasrah (الكسرة) or "Ad-Damah" (الضمّة) which is written on it. This connected reciting is called "Al-Idghaam" (الإدغام).
- I'll make the students understand that Al-mushaddad is related to what comes before like "Al-Majzoom" (المجـزوم) If a letter is related with the second "Mushaddad" (مشـــدّد) Some examples are written as a summary. The students must practice the rest orally. Continue testing them joining each letter with the other letters, letter by letter.
- Ar-Ra "Al-Maftoohah" (الـــراء المفتوحة) "Al-Musyaddadah" (المشـدّدة) or "Al-Madmomah" (المضـمومة) "Al-Musyaddadah" in this "LOHE" (لـــوح) is read "Mofakhamah" (مفخمة) and "Al-Maksoorah" (المكسورة) is read muraaqaqah (مرققة).

  Meem (مـيم) and Noon (نون) Al-Mushaddatyn are read with Al ghunnah (الغنة).

The spelling samples

أَبَّ	Hamza Ba Fathah	أَبْ	Ba Fathah	أَبَّ = بَ
إِبَّ	Hamza Ba Kasrah	إِبْ	Ba Kasrah	إِبَّ = بِ
أُبُّ	Hamza Ba Dammah	أُبْ	Ba Dammah	أُبَّ = بُ
أَتَّ	Hamza Ta Fathah	أَتْ	Ta Fathah	أَتَّ = تَ
إِتَّ	Hamza Ta Kasrah	إِتْ	Ta Kasrah	إِتُّ = تُ
أُتُّ	Hamza Ta Dammah	أُتْ	Ta Dammah	أُتُّ = تُ

The TWELTH "LOHE" (   )

"As-Shaddah" (الشدة)

إِبُّ	إِبِّ	إِبَّ	أَبُّ	أَبِّ	أَبَّ
أَبٌّ	أَبِّ	أَبًّا	أُبُّ	أُبِّ	أُبَّ
أُبٌّ	أُبِّ	أُبًّا	إِبٌّ	إِبِّ	إِبًّا
إِتُّ	إِتِّ	إِتَّ	أَتُّ	أَتِّ	أَتَّ
أَتٌّ	أَتِّ	أَتًّا	أُتُّ	أُتِّ	أُتَّ
أُتٌّ	أُتِّ	أُتًّا	إِتٌّ	إِتِّ	إِتًّا
إِثُّ	إِثِّ	إِثَّ	أَثُّ	أَثِّ	أَثَّ
أَثٌّ	أَثِّ	أَثًّا	أُثُّ	أُثِّ	أُثَّ
أُثٌّ	أُثِّ	أُثًّا	إِثٌّ	إِثِّ	إِثًّا
إِجُّ	إِجِّ	إِجَّ	أَجُّ	أَجِّ	أَجَّ
أَجٌّ	أَجِّ	أَجًّا	أُجُّ	أُجِّ	أُجَّ
	إِجٌّ	إِجِّ	إِجًّا		

The Instructions of the THIRTEENTH "LOHE"

Practicing "As-Shaddah" (الشدة)

- **Brother teacher!** This is a practise of Ash-shaddah (الشدّة) Ask the students to read these words orally.
- Ask them to spell the words after reading them. Then ask them to read without spelling after reading them spelling. Continue with the students testing them in these words form "Juz Amma" (جزء عَمَّ).
- If your way of teaching is correct, the students will be able to read the words by themselves.

The THIRTEENTH "LOHE"

Practicing "As-Shaddah" (الشدة)

قَدَّرَ	عَدَّدَ	صَدَّقَ	حُصِّلَ	بُرِّزَ
جَنَّةٍ	يَحُضُّ	يَظُنُّ	نَعَّمَ	كَذَّبَ
قَدَّمَتْ	سُعِّرَتْ	كَرَّةٌ	قُوَّةٍ	ذَرَّةٍ
سُيِّرَتْ	فُجِّرَتْ	سُجِّرَتْ	زُوِّجَتْ	كَذَّبَتْ
نُيَسِّرُهُمْ	تُحَدِّثُ	تَطَّلِعُ	كُوِّرَتْ	عُطِّلَتْ

ٱلْبَيِّنَةُ	قَيِّمَةٌ	عَشِيَّةً	مُذَكِّرٌ	أَيَّانَ
إِيَّاكَ	لِلَّهِ	تَجَلَّىٰ	تَصَدَّىٰ	تَزَكَّىٰ
تَوَلَّىٰ	تَوَّابًا	ثَجَّاجًا	غَسَّاقًا	فَعَّالٌ
كِذَّابًا	وَهَّاجًا	مُمَدَّدَةٍ	مُكَرَّمَةٍ	مُطَهَّرَةٍ

وَٱلسَّمَآءِ	وَٱلتَّرَآئِبِ	وَٱلنَّٰشِطَٰتِ	وَٱلنَّٰزِعَٰتِ
وَٱلسَّٰبِحَٰتِ	فَٱلسَّٰبِقَٰتِ	فَٱلْمُدَبِّرَٰتِ	تُبْلَى ٱلسَّرَآئِرُ

فَمَهِّلِ ٱلْكَٰفِرِينَ | بِٱلْخُنَّسِ ٱلْجَوَارِ ٱلْكُنَّسِ

ٱهْدِنَا ٱلصِّرَٰطَ ٱلْمُسْتَقِيمَ

The spelling samples

بُرِّزَ	Ba Ra Dummah	بُرْ	Ra Kasrah	بُرِّ=رِ	Za Fathah	بُرِّزَ=زَ
حُصِّلَ	Ha Sad Dummah	حُصْ	Sad Kasrah	حُصِّ=صِ	Lam Fathah	حُصِّلَ=لَ
صَدَّقَ	Sad Dal Fathah	صَدْ	Dal Fathah	صَدَّ=دَ	Kaf Fathah	صَدَّقَ=قَ
عَدَّدَ	Ayn Dal Fathah	عَدْ	Dal Fathah	عَدَّ=دَ	Dal Fathah	عَدَّدَ=دَ

- In this "LOHE" (لوح) is read "Al-Majzoom" (المجـزوم) comes after the "Al-Mushaddadah" (المشدَّدة) letters. If you make the students understand a word or two from this "LOHE", they will understand it all, God willing.

The FOURTEENTH "LOHE"

Practicing "As-Shaddah" with "As-Sukoon"

(الشدّة مع السكون)

مَرُّوا رَبِّى مُدَّتْ حُقَّتْ خَفَّتْ

تَبَّتْ تَخَلَّتْ قَدَّمَتْ وَالصُّبْحِ وَالشَّمْسِ

وَالشَّفْعِ بِالصَّبْرِ وَالصَّيْفِ وَالَّيْلِ

وَالتِّيْنِ وَالزَّيْتُوْنِ سِجِّيْلٍ سِجِّيْنٌ

مُنْفَكِّيْنَ فَإِنَّ الْجَنَّةَ لِحُبِّ الْخَيْرِ

إِذَا السَّمَآءُ انْشَقَّتْ مَا الطَّارِقُ النَّجْمُ الثَّاقِبُ

مِنْ شَرِّ الْوَسْوَاسِ الْخَنَّاسِ

The instructions of the FIFTEENTH "LOHE"

"As-Tashdeed" with "As-Tashdeed"

(التشديد مع التشديد)

- In this "LOHE" (لوح) "Al-Mushaddadah" (المشـــدَّدة) letters come together.

The Fifteenth "LOHE" - "As-Shaddah" with "As-Shaddah"

يَزَّكَّى | يَذَّكَّرُ | اَلْمُدَّثِّرُ | اَلْمُزَّمِّلُ | عِلِّيِّيْنَ

عِلِّيُّوْنَ | إِنَّ الَّذِيْنَ | إِلَّا الَّذِيْنَ

مِنْ شَرِّ النَّفّٰثٰتِ | فَعَّالٌ لِّمَا يُرِيْدُ

The spelling samples

The word	The way of spelling it.
يَزَّكّٰى	Ya Za Fathah يَزْ Za Kaf Fathah يَزَكْ = زَكْ Kaf Alif Fathah يَزَّكّٰى = كّٰى
يَذَّكَّرُ	Ya Za Fathah يَذْ Za Kaf Fathah يَذَّك = ذَكْ Kaf Fathah يَذَّكَّ = كَ Ra Dammah يَذَّكَّرُ = رُ
مِنْ شَرِّ النَّفّٰثٰتِ	Meem Noon Kasrah مِنْ Shen Ra Fathah مِنْ شَرْ، شَرْ Ra Noon Kasrah مِنْ شَرِّ النْ، رِالنْ Noon Fa Fathah مِنْ شَرِّ النَّفْ ، نَفْ Fa Alif Fathah مِنْ شَرِّ النَّفّٰا، فَا Tha Ali Fathah مِنْ شَرِّ النَّفّٰاثَا، ثَا Ta Kasrah ، تِ مِنْ شَرِّ النَّفّٰاثَاتِ

The instructions of the SIXTEENTH "LOHE"

"As-Shaddah" after "Al-Madd" letters

- In this "LOHE", (لوح) Al-Mushaddad (المشدّد) letter comes after Al-madd letters.
- The Black Madd (~) is written on Al-madd letter if Al-mushaddad letter comes after it because of two consonants together. This madd is called Al-laazim madd (المد اللازم) and it is of four alifs (6 degrees).
- The way of spelling it is as follows: (ضـآلًّ) is daad Alif Lam Fathah is long as (ضـاد - ألف) Lam fathatan (ضـالاً - لاً) etc. to the end of the "LOHE". Some spell it Dad Alif Lam Fathah (ضَالْ). Lam fatehatyn (ضالاً - لاً) without mentioning Al-Madd (المد) so as to be easy for the children.
- Al-madd also appears when two consonants are together when stopping as (نستعين - الدين) and others. This Madd is called Al-Madd Al-aarad (المدّ العارض) and it is one Alif or two Alifs or three Alifs (two, four or six degrees).

The SIXTEENTH "LOHE"

"As-Shaddah" after "Al-Madd" letters

ضَآلًّا ۝ دَآبَّةٍ ۝ حَآجَّكَ ۝ حَآجُّوكَ

لَضَآلُّونَ ۝ وَلَا ٱلضَّآلِّينَ ۝ أَتُحَآجُّوٓنِّي

وَلَا تَحَآضُّونَ ۝ وَٱلصَّٰٓفَّٰتِ ۝ جَآءَتِ ٱلصَّآخَّةُ

فَإِذَا جَآءَتِ ٱلطَّآمَّةُ ٱلْكُبْرَىٰ

The Final Instructions for applying the rules

In this conclusion there are examples of the black madd (   ) and the red on (   ) and examples of Yarmaloon (يرملون) Al-Izhar, (الإظهار) Al-Ikhfaa (الإخفاء) and Al-Ibdal (الإقلاب). Al- Madd (المد) was mentioned before.

- If any letter of Yarmaloon comes after the consonant noon or At-Tanween Noon, it is read with Ash-shaddah (الشّدّة) on it whether it is written or not.
- The consonant noon or At-Tanween (التنوين) is not read if a letter of Yarmaloon comes after them as in (من ربّك - أكْلاً لمّا).
- If a letter (ي - و - م - ن) comes after them, Al Ghunnah (غـنة) is said except in four words which are (قِنْوان- صِنْوان- بُنْيان- دُنْيا) There is no Idghaam (إدغام) but Noon with out Ghunnah. You know that Al-izhaar letters are six and they are Al-Halqiyyah (الحلقية) letters.
- If a letter from Al-Izhaar letters comes after At-Tanween (التنوين) or the consonant Noon, we read them fully Izhaar. As you know also, Ikhfaa letters are fifteen letters.
- If a letter from Al-Ikhfaa letters comes after At-tanween or the consonant Noon, we do not read them with Al-Izhar but in the nose and that means with Al-ghunnah and Al-madd is one alif long.
- The letter of Al-Ibdal (إبدال) or Al-Iqlaab (إقلاب) is only Al-ba and if it comes after At-tanween or the consonant Noon it becomes Meem and it is read with Al-Ikhfaa and Al-Ghunna.

  Benefit: If a meem or ya comes after the consonant Meem, we read Al-Meem with Al-Ikhfaa.
- If any letter comes after the consonant Meem especially Al-WAO or Al-Faa, the Meem is read with full Izhar.

- If there is a Shaddah on Al-Meem or Al-Noon we read them with Al-Ghunna as was mentioned before.
- If an Al-Mushaddad (المشــدد) letter comes after an Al-Majzoom (المجـزوم) letter. We do not read the Al-Majzoom letter.
- Every ta which is written in the shape of Al-Haa, (ة) we read as the consonant Haa when stopping.
- At the end, there is a list of the words which contain the extra Alifs and the letters which are in the script of the Holy Qura'an but which are not pronounced.
- These locations must be known to the students so they would not fall into mistakes in the future.
- If you have a desire to know more about the rules, you must
- Return to the At-tajweed (الـتجويد) and Al-qiraat (القراءة) books.

The spelling samples

The word	The way of spelling it.
لَضَالُّوْنَ	Lam Fatha لَ, Dhad Alif Lam Fatha ضَالْ, Lam Wao Dhamma لُوْ, لَضَالُّوْ, Noon Fatha نَ, لَضَالُّوْنَ
وَلاَ الضَّالِّيْنَ	Wao Fatha وَ, Lam Dhad Fatha لاَ الضْـ, وَلا الضْـ, Dhad Alif lam Fatha ضَالْ , ولا الضَّالْ, Lam Ya Kasra لِيْ, ولاالضَّالِّيْـ , Noon Fatha نَ , وَلا الضَّالِّيْنَ

The conclusion – The rules application

جَزَآءً | ٱلْمَلَٰٓئِكَةُ | إِنَّآ أَعْطَيْنَٰكَ | إِلَيْنَآ

إِيَابَهُمْ | خَيْرًا يَرَهُۥ | شَرًّا يَرَهُۥ

مِيقَٰتًا | يَوْمَ | فَمَن يَعْمَلْ | يَوْمَئِذٍ

يَصْدُرُ ٱلنَّاسُ | مِن رَّبِّكَ | رَسُولٌ مِّنَ ٱللَّهِ

صُحُفًا مُّطَهَّرَةً | صَفًّا لَّا يَتَكَلَّمُونَ

قُلُوبٌ يَوْمَئِذٍ وَاجِفَةٌ أَبْصَٰرُهَا

سِرَاجًا وَهَّاجًا | وَأَنزَلْنَا | أَكْلًا لَّمًّا

وَتُحِبُّونَ ٱلْمَالَ حُبًّا جَمًّا | غُثَآءً أَحْوَىٰ

مُعْتَدٍ أَثِيمٍ إِذَا تُتْلَىٰ | نَارًا حَامِيَةً تُسْقَىٰ مِنْ

عَيْنٍ ءَانِيَةٍ | مِنۢ بَخِلَ | لَيُنۢبَذَنَّ | مِنۢ بَعْدِ

مِنۢ بَيْنِ ٱلصُّلْبِ | لَنَسْفَعًۢا بِٱلنَّاصِيَةِ

مُطَهَّرَةٍ بِأَيْدِىْ سَفَرَةٍ كِرَامٍ بَرَرَةٍ	بِذَنْۢبِهِمْ
لَكُمْ دِيْنُكُمْ وَلِىَ دِيْنِ	هُمْ فِيْهَا
تَرْمِيْهِمْ بِحِجَارَةٍ	إِنَّ رَبَّهُمْ بِهِمْ

اَللّٰهُمَّ	مِمَّ	لَهُمْ مَّا يَشَآءُوْنَ

تَمَّتْ بِالْخَيْرِ

The spelling samples

The word	The way of spelling it.
أَتُحَاجُّوْنِّيْ	Hamza Fatha أَ, Ta Dhammah تُ ,تُ, Ha Alif jem Fatha حَاجْ ,أَتُحَاجْـ, Jem Wao Noon Dhamma جُوْنْ ,أَتُحَاجُّوْنْ, Noon Ya Kasrah نِيْ ,أَتُحَاجُّوْنِيْ
وَلاَ تَحَاضُّوْنَ	Wao Fatha وَ, Lam Alif Fatha لاَ ,وَلاَ, Ta Fatha تَ ,وَلاَتَ, Ha Alif Dhad Fatha حَاضْ ,وَلاَ تَحَاضْ, Dhad Wao Dhamma ضُوْ ,وَلاَ تَحَاضُوْ, Noon Fatha نَ ,وَلاَ تَحَاضُوْنَ
وَالصَّافَّاتِ	Wao Sad Fatha وَالصـْ, Sad Alif Fa Fatha صَافْ ,وَالصَّافْ, Fa Alif Fatha فَا ,وَالصَّافَّا, Ta kasra تِ ,وَالصَّافَّاتِ

A list of words that have a script in the Holy Qura'an but are pronounced in a different way

The way of writing	The way of reading	Its place in Al-Mushaf
أَنَا	أَنَ	In every place in al Mushaf
يَبۡصُۜطُ	يَبۡسُطُ	Al-Baqara 245
أَفَإِيْن	أَفَئِنْ	Aali Imran 144
بَصۜۡطَةٗ	بَسۡطَةً	Al-Aaraaf 69
مَلَإِيْهِ	مَلَئِه	In every place in al Mushaf
ثَمُودَاْ	ثَمُودَ	In every place in al Mushaf
وَمَلَإِيْهِمۡ	وَمَلَئِهِمۡ	Yunus 83
لِتَتۡلُوَاْ	لِتَتۡلُوَ	Ar-Raad 30
لَن نَّدۡعُوَاْ	لَن نَّدۡعُوَ	AL-kahf 14
لِشَاْيۡءٍ	لِشَىۡءٍ	Al-kahf 23
لَّٰكِنَّاْ	لَكِنَّ	Al-kahf 38
لَأَاْذۡبَحَنَّهُۥ	لَأَذۡبَحَنَّهُۥ	An-Naml 21
لِّيَرۡبُوَاْ	لِيَرۡبُوَ	Ar-Rum 39
لِّيَبۡلُوَاْ	لِيَبۡلُوَ	Mohammad 4
سَلَٰسِلَاْ	سَلَاسِلَ	Al-Insan 4
قَوَارِيرَاْ	قَوَارِيرَ	Al-Insan 15-16

مخارج حروف کا نقشہ

